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AUTHOR Pease, Arthur
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ABSTRACT

This document outlines the content and objectives of the grade 4 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The core of the program is on the town of Lebanon, New Hampshire and the state of New Hampshire, past and present, beginning with the student's community and expanding into a state-wide study. Most of the program focuses on the state. The student views New Hampshire from regional, national, and global perspectives. Skills to be acquired are listed as behavioral objectives. A resource list of social studies material includes a teacher's guide, books, tapes, slides, and maps. (SY)

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GRADE FOUR - SOCIAL STUDIES

Arthur Pease
Lebanon School District
Lebanon, New Hampshire

1986

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LEBANON SCHOOL DISTRICT * LEBANON, NEW HAMPSHIRE

GRADE FOUR - SOCIAL STUDIES

The core of the fourth grade program is New Hampshire, past and present. It will begin with the student's community and expand into a study of the state. The body of the program will focus on the state. The student will then view New Hampshire from a regional, national, and global perspective.

The outline included here is very short; you should probably rely heavily on the Teacher Edition of History Facts and Fun With New Hampshire for the first year. Three-quarters or more of yourtime should be spent on New Hampshire.

Outline:

I. Lebanon History

A. History
1. Settlement
2. Growth

B. Location
1. Place in NH and NE
2. Size
a. population
b. geographical

C. Government
1. Town - past
2. City - present

D. Agriculture
1. Early subsistence farming
2. Sheep-raising
3. Dairying

E. Industry
1. Gristmills and sawmills
2. Importance of Mascoma River
3. Textiles (1880-1950)
4. Present Industries
a. Split Ball
b. Thermal Dynamics
c. etc.

Objectives

-to identify reasons why the first settlers came to Lebanon and the Upper Valley
-to identify elements of the way of life of Lebanon's early settlers
-to compare and contrast the types of transportation and communication used in Lebanon in the 1700's and today
-to compare and contrast the town meeting form of Lebanon's early government with our present council-manager form
-to identify selected current and historical landmarks in Lebanon
-to locate selected, rivers, streams, lakes, and features on a simple outline map of Lebanon
-to compare and contrast the place of agriculture and industry in Lebanon in the 1700's and today
-to identify several major personalities in Lebanon's past and present (William Dana, Elisha Paine, N.W. Carter, Norris Cotton)

II. New Hampshire History

A. Early Settlement
1. First four permanent settlements
2. Why they settled where they did
3. Where settlers came from

B. Colonial Times
1. Empahsize Lifestyle - children especially
a. clothing
b. education
c. recreation
d. family life

(This unit can be covered in a short time as it is basically a review of 3rd grade unit)

2. Introduce 13 Colonies and location

C. Revolutionary Times
1. American Revolution
a. causes
b. battles
c. results

2. N.H. people in Revolution
a. John Stark
b. John Wentworth
c. N.H. signers of Dec. of Independence

3. Ft. William and Mary battle
a. only 'battle' in N.H.

D. Growth of N.H.
1. Expansion of towns
a. government
b. physical structure of towns
2. Agriculture
3. Lumbering

E. 1800's
1. Industrial Revolution - Inventions
2. Transportation
3. Communication
4. Civil War

F. 1900's
1. Agriculture
2. Industry
3. Transportation
4. World Wars
5. State Government
6. Tourism

G. People - (use throughout year)
1. Select from list on p. 112 of History, Facts and Fun with New Hampshire

H. Maps
1. New Hampshire
   a. counties
   b. cities
   c. products (mfg., agriculture, natural resources)
   d. physical features (rivers, lakes, mountains)
   e. tourist attractions
   f. population

2. New England
   a. N.H. states (names-location)

3. United States
   a. location of NE and N.H.

4. World
   a. location of U.S., N.E. and N.H.
   b. names and locations of continents and major oceans

Objectives - New Hampshire

The student will be able to:

--identify and locate the first four permanent settlements in NE
--identify why the first settlers came to NH
--identify elements of the lifestyle of early N.H.
--identify selected causes and results of the American Revolution
--identify selected physical features of early N.H. towns
--match types of transportation and communication with major historical eras
--list in brief outline form the structure of N.H. government
--identify industrial changes in N.H.
--locate selected rivers, lakes, mountains, and cities on a N.H. map
--identify the counties of N.H. and locate them on a map
--identify and locate the six N.E. states
--locate on a world map the seven continents and four oceans
--match several major N.H. personalties with their contributions to N.H. or the nation

III. Map and Globe Skills (include throughout the year)

FOURTH GRADE - SOCIAL STUDIES MATERIALS INVENTORY

There is limited material available on New Hampshire history. Listed are the materials we have. Included are materials which are used in the New Hampshire/ Lebanon course at the High School. These may be obtained by calling Art Pease at the High School.

School

New Hampshire History
Exploring New Hampshire
6 part sound filmstrip — HSS

New Hampshire Pioneers
A detailed curriculum guide developed by the Derry School District - sections on Colonial New Hampshire and Pioneers. — HSS, S. Hill

New Hampshire Workbook
Workbook developed by Goulet Printing in Nashua - might be some supplemental material to our text — HSS, S. Hill

Perspectives 76
Detailed guide to early New Hampshire and Vermont. Excellent articles for teacher background and many student activities.

Lebanon History
Lebanon Maps - 12 maps from different time periods in Lebanon's past (worksheets available).
- Probable Roads and Settlements - 1767
- Roads and Farmhouses - early 19th Century
- Roads and Rural Dwellings - 1860
- Lebanon Plain (Center) - 1826
- West Lebanon/White River Junction - 1855
- Lebanon Center - 1860
- West Lebanon/White River Junction - 1930
- Lebanon Village - 1930
- Roads and Rural Dwellings - 1930
- Roads and Rural Dwellings - 1892
- Probable Roads and Settlements - 1776
- Lebanon - 1971 — LHS-Pease

Lebanon Fire - 1964
Connecticut Valley Reporter - June 24, 1975 — LHS-Pease

Railroads in the Upper Valley
Connecticut Valley Reporter - June 23, 1971 — LHS-Pease

Lebanon Slides
4 carousels of slides on various topics.

Torbert #1	Agriculture, Industry, Early Years, Streets	
Torbert #2	Streets, West Lebanon - 1930, Logging and Bridges, Maps	
General	Maps, Buildings, Streets, etc.	
Industry	Industry, Business, Recreation	LHS-Pease

Lebanon Tapes

Interviews taped by students available on cassetts.

		School
#1, #2	Robert Leavitt (City Historian) Detailed description of 1930's Lebanon	
#3	Harold Townsend - banker Mrs. Townsend - housewife Edith Chapman - teacher Mrs. Patch - farm wife Claude Reynolds - farmer	
#4	Mrs. Clara Adams - farm wife Carl Adams - farmer	
#5	Neil Barden - general Mrs. Thelma Randall - general Rueben Cole - farmer, general	
#6	Cleon Chapman - West Lebanon 1930's	
#7	Roger Wood - Kendrick & Davis	
#8	Bunny White - RR, Wilder Dam Site John LaCroix - Wilder Dam Site	
#9	Harold Gibson - H.W. Carter & Company	
#10	Vern Bosworth - general	
#11	Mrs. Foreman - general	LHS-Pease

GRADE FOUR

SOCIAL STUDIES SKILLS TO BE INTRODUCED AT THE EARLY INTERMEDIATE LEVEL

The ability to find information, know sources of data, use maps, and understand graphic materials is more essential today than ever before. The mastery of these skills should be an integral part of a sound elementary social studies curriculum.

The following is a list of fundamental skills that should be introduced during the year. Reference must be made to the master terms list in Part I of this handbook to check other skills already introduced to the students. It is the teacher's responsibility to continue to refine and extend these skills acquired in earlier grades.

The list can be a guide in developing your objectives and gathering of materials for the specific introduction and practice of these skills. Materials should also be used to explain and supplement the textual content of the social studies program and any other discipline where it seems applicable.

PART I

I. Locating Information

A. Work with Books

1. Use index
2. Use title page
3. Use glossary, appendix, map list, illustration lists

B. Find Information in Encyclopedias and Other Reference Books

1. Locate information in an encyclopedia by using key words, letters on volume, index, cross reference
2. Use reference works, such as World Almanac, Atlasses, Who's Who, Stateman's Yearbook

C. Use Guide Words

1. Learn correct pronunciation of word
2. Understand syllabication
3. Choose the appropriate meaning of the word for the context in which it is used

D. Read Newspapers, Magazines, and Pamphlets with Discrimination

1. Select important news items
2. Select from these sources material that is pertinent to class activity
3. Learn about sections of the newspaper

E. Know How to Find Material in a Library, Both School and Public

1. Locate appropriate books
2. Use a book card
3. Use the card catalogue to learn that ---

a. A book is listed in three ways - by subject, author, title
b. Cards have call numbers in upper left hand corner which indicates location on shelf
c. Some author cards give more information than the title or subject card
d. Information such as publisher, date of publishing, number of pages and of illustrations, and usually some annotation are provided
e. The Dewey Decimal System is a key to finding books

II. Organizing Information

A. Select the main idea and supporting facts
B. Make (write) a summary of main points encountered in material

III. Evaluating Information

A. Distinguish between fact and opinion.

IV. Acquiring Information Through Reading

A. Skim to find a particular word, get a general impression, or locate specific information
B. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate

V. Communicating Orally and Writing

A. Prepare and use notes presenting oral report, giving credit where material is quoted
B. 1. Write independently, avoiding copying from references
2. Include a bibliography to show source of information
C. Study graphs and tables

1. Understand the significance of the title
2. Determine the basis on which the graph or table is built and the units of the measure involved
3. Interpret the relationships shown
4. Draw inferences based on the data

D. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)

PART II

MAP AND GLOBE SKILLS

I. Interpreting Maps and Globes

A. Orient the Map and Note Directions

1. Use intermediate directions, as SE, NW
2. Use cardinal directions and intermediate directions in working with maps
3. Use the N arrow on the map
4. Construct simple maps which are properly oriented as to direction

B. Locate Places on Maps and Globes

1. Recognize the home, city, state, and nation on a map
2. Introduce on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands
3. Introduce use of a highway map for locating places by number and key system; plan a trip using distance, direct locations
4. Interpret abbreviations commonly found on maps
5. Use map vocabulary and key accurately
6. Identify the time zones of the U.S.
7. Consult two or more maps to gather information about the same area (land features, cities and towns, etc.)

C. Use Scale and Compute Distances

1. Develop the habit of checking the scale on all maps used

D. Interpret Map Symbols and Visualize What They Represent

1. Learn to use legends on different kinds of maps
2. Identify the symbols used for water features
3. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols

E. Compare Maps and Draw Inferences

1. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand

F. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time

1. Understand and make simple time lines
2. Learn to relate the past to present in study of change and continuity in human affairs